Taylor County School District

2021-22 Reading Plan

Taylor County District School Board
Office of the Superintendent
Agenda Item for School Board Approval

Date Submitted ___04/29/2021___ Board Meeting Date ___05/18/2021___

Date agenda item is due in the Superintendent's Office ___05/07/2021___

Person submitting the item: ___Sharon Hathcock - DOI___

Name of document placed on agenda: ___Reading Plan 2021-2022___

Summary description regarding this action item:

Please review and acknowledge the attached Reading Plan as

submitted to the Florida Department of Education Just Read

Florida Office.

APPROVED

MAY 1 8 2021

By Taylor County
School Board

Signatures Required

Yes ○   No ◉

Reviewed by:

Director of Finance _____

The action described above is provided for and is consistent with relevant contract and grant provisions and the Board approved budget as amended.

Director of Personnel _____

The action described above is provided for and is consistent with the Board approved staffing plan and collective bargaining agreements.

Director of Instruction _Sharon Hathcock_

The action described above is provided for and is consistent with relevant Federal programs and the Board approved School Improvement, Instructional and Curriculum Plans.

Superintendent _____

TCSB # 0607-3

Table of Contents

Contact Information - Part A

District Contact Information

Reading Contacts
Identify the name, email address, position title, and job duties/responsibilities for each member of the district reading team.

Contact	Name	Title	Email	Phone Number
Main District Reading Contact	Hathcock, Sharon	Director of Instruction - Federal Programs	sharon.hathcock@taylor.k12.fl.us	850-838-2500
Elementary English Language Arts (ELA)	Cantrell, Kay	Instructional Coach	kay.cantrell@taylor.k12.fl.us	850-838-2506
Reading Endorsement	Hathcock, Sharon	Director of Instruction	sharon.hathcock@taylor.k12.fl.us	1-850-838-2500
Reading Endorsement	Puhl, Kiki	Director of Personnel	kiki.puhl@taylor.k12.fl.us	1-850-838-2500
Professional Development	Pearson, Connie	Curriculum and Technology Coordinator	connie.pearson@taylor.k12.fl.us	850-838-2512
Assessment	Padgett, Pamela	MIS Coordinator	pam.padgett@taylor.k12.fl.us	850-223-4410
Data Element	Padgett, Pamela	MIS Coordinator	pam.padgett@taylor.k12.fl.us	850-223-4410
Summer Reading Camp	Lavalle, Cherie	Instructional Coach	cherie.lavalle@taylor.k12.fl.us	850-838-2530
Third Grade Promotion	Bethea, Courtney	Elementary Principals	courtney.bethea@taylor.k12.fl.us	850-838-2530
Third Grade Promotion	Bray, James	Elementary Principal	james.bray@taylor.k12.fl.us	352-498-3303
Elementary English Language Arts (ELA)	White, Deana	Instructional Coach	deana.white@taylor.k12.fl.us	850-838-2530
Secondary ELA	Heartsfield, Yvonne	Instructional Coach Grades 6-8	yvonne.heartsfield@taylor.k12.fl.us	850-838-2516
Secondary ELA	Kalinowski, Lea	Instructional Coach 9-12	leaannekalinowski@taylor.k12.fl.us	850-838-2525

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

The Taylor County School District works collaboratively to develop its district reading plan and share it with all stakeholders in the following manner:

District Level: Submitted to the school board for review and approval.
After approved the CERP will be placed on the district website for use by all interested stakeholders.

District leadership will provide an overview of the reading plan to the school-level administrative team.

School-Level: School leadership and instructional coaches will be responsible for sharing the reading plan with all instructional personnel, reading leadership teams, support staff and parents at the school site. Instructional coaches will be responsible for ensuring day-to-day fidelity of reading plan implementation.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/ districtwide summative assessments.

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 44%

Goal for Plan Year
Kindergarten - % of Students "Ready" on FLKRS 50%

Describe action steps to meet the district's kindergarten readiness goal.

The district leadership team will network with the Early Learning Coalition of the Big Bend and the VPK providers analyze data and determine areas of needed support and professional development.

Professional development will be made available for all VPK teachers.

Additional evidence-based curriculum will be provided as deemed necessary.

VPK assessment data will be reviewed and appropriate interventions will be provided.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	30	31	26	12	1	26	27	30	14	3
4	45	23	18	13	1	41	21	20	15	3
5	35	25	22	14	4	31	23	24	16	6
6	31	27	23	15	3	27	25	25	17	5
7	37	28	16	15	5	33	26	18	17	7
8	32	26	20	14	9	28	24	22	16	11
9	42	21	14	14	10	38	19	16	16	12
10	28	27	17	19	9	24	25	19	21	11

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

All K-2 students will be administered I-Ready Diagnostic Assessments three times per year.

Goal 1: At least 80% of all students will make learning gains.
Goal 2: Each grade level will increase the percentage of students scoring at or above grade level by 5% during the 21-22 school year.
Kindergarten students will increase from 64% proficiency to 69%.
First grade students will increase from 24% proficiency to 29%.
Second grade students will increase from 30% proficiency to 35%.

District Budget for Research-Based Reading Instructions Allocation

Budget			
1	Research-Based Reading Instruction Allocation		$0.00
2	Estimated proportional share distributed to district charter		$0.00
3	Reading coaches assigned to elementary schools		$60,000.00
		FTE	2021-22
		1.0	$60,000.00
4	Reading coaches assigned to secondary schools		$65,000.00
		FTE	2021-22
		1.0	$65,000.00
5	Intervention teachers assigned to elementary schools		$30,000.00
		FTE	2021-22
		0.5	$30,000.00

6	Intervention teachers assigned to secondary schools		$0.00
7	Supplemental materials or interventions for elementary schools		$4,944.00
		FTE	2021-22
		0.0	$4,944.00
8	Supplemental materials or interventions for secondary schools		$4,944.00
		FTE	2021-22
		0.0	$4,944.00
9	Intensive interventions for elementary students reading below grade level		$12,000.00
		FTE	2021-22
		0.0	$12,000.00
10	Intensive interventions for secondary students reading below grade level		$8,000.00
		FTE	2021-22
		0.0	$8,000.00
11	Professional development		$14,000.00
		FTE	2021-22
		0.0	$14,000.00
12	Helping teachers earn the reading endorsement		$5,000.00
		FTE	2021-22
		0.0	$5,000.00
13	Summer reading camps		$15,000.00
		FTE	2021-22
		0.0	$15,000.00
14	Additional hour for 300 lowest-performing elementary schools		$0.00
		Total:	$218,888.00

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.

Describe how the district has prioritized reading allocation funds to fully support K-students identified with a substantial deficiency in reading.

The Taylor County School District's budget shows prioritized funding to support students in K-3 with a substantial reading deficiency through funding 0.5 FTE of a reading intervention teacher.

School Literacy Leadership Teams

How is the School Literacy Leadership Team requirement communicated to principals?

The School Literacy Leadership Team (LLT) requirement is communicated to both the school administrators and the site based instructional coaches through email. Discussion and information related to Literacy Leadership Teams are specific agenda items on leadership and instructional coach meetings. The district CERP is shared with the LLT as a draft document for the purpose of soliciting input and suggestions regarding the LEAs planned reading instructional program. Once the CERP is FLDOE approved, it is again shared with the LLT and used as a guide throughout the school year.

To whom at the district level is the roster of School Literacy Leadership Teams communicated?

Director of Instruction

Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?

Director of Instruction

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;

- Differentiate and intensify professional development for teachers based on progress monitoring data;

- Identify mentor teachers and establish model classrooms within the school; and

- Ensure that time is provided for teachers to meet weekly for professional development.

Over the course of the school year many different opportunities for reading professional development will be made available to instructional and non-instructional staff. The Panhandle Area Educational Consortium reading competency courses are available at no-cost to all ELA teachers.

The instructional coach and the school-level administrators are responsible for determining the needed professional development at their school sites after a thorough analysis of all school-level data sources.

Instructional coaches which are 50% funded through the FEFP Reading Allocation are also charged with the task of providing support to all teachers with systematic instructional coaching for new and/or struggling teachers.

Additional duties of the instructional coach include:

Training in multisensory reading intervention

Providing differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth

Identifying mentor teachers

Establishing of model classrooms within the school

Providing teachers with time weekly to meet together for professional development including lesson study and PLCs

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

How are professional development requirements communicated to principals?

The approved district reading plan and associated professional development is shared with the school and district leadership teams prior to the beginning of the school year. Ongoing leadership meetings and emails will serve to provide additional information and reminders throughout the year.

-Opportunities are shared with the school sites.

-Instructional coaches are funded at every grade level to complete statutorily required multi-sensory training.

-Site based administration and instructional coaches are responsible for providing intentional, differentiated support and PD for those teachers whose progress monitoring data is not showing adequate growth.

The Director of Personnel notifies all school level administration on the processes used to secure mentors for teachers at their school sites.

***Review New Teacher Induction

School administrators have been encouraged to identify model classrooms for peer observations.

Example - TCHS: Pineapple Program

Grade-level and department meetings are scheduled by the school-based leadership team.

Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?

-The Director of Instruction maintains a record of all school level professional development plans submitted.

-All school professional development plans will be maintained in a shared One Drive file for the District Leadership Team as a resource.

Charter Schools

Does the district ensure charter schools will utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?

No

Literacy Coaches - Part A

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

- special expertise in quality reading instruction and infusing reading strategies into instruction;

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

The Taylor County School District has historically had inconsistent and low ELA proficiency and learning gain rates on state assessments. The district has worked diligently to set-aside funding to pay for instructional coaches at each grade level within the district. Instructional coaches are collaboratively funded between state categorical funding and federal title grant funds.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
  - the major reading components, as needed, based on an analysis of student performance data;
  - administration and analysis of instructional assessments; and
  - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.

- Help to increase instructional density to meet the needs of all students.

- Participate in reading leadership teams.

- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.

- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.

- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.
The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Requirements are communicated during leadership meetings and through email.

How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?

Daily schedules and logs are maintained by instructional coaches.

Who at the district level is supporting and monitoring coach time and tasks?

Director of Instruction

How often is coaching time, tasks, and impact data being reported and reviewed by the district?

Quarterly

What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?

The District Leadership Team facilitates quarterly School Improvement Site Visits. A portion of these meetings focuses on the identification and supports being provided to new and struggling teachers. School based leadership teams are asked to identify the teachers at their school sites that are in need of additional coaching and support.

Monthly Instructional Coach Meetings are another way that the district is updated on coaching time and tasks based upon their school level data.

District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	What component of the reading/strand of standard is being assessed?	Assessment type	How often is the data being collected?
FSA	All students 3 - 10	Summative	Phonics, Fluency, Vocabulary, Comprehension	Annually
i-Ready	All students K-8	Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
USA Test Prep	9th - 12th grade students	Progress Monitoring, Formative Assessment	Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
STAR Reading		Progress Monitoring, Formative Assessment, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FLKRS	All entering Kindergarten students	Screener	Oral Language, Phonological Awareness, Phonics	Annually

District-Level Monitoring - Part B
Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

Director of Instruction

What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?

Instructional materials are selected from the state-adopted list
or research is completed prior to purchase to determine the level of evidence and effect size.

Site-based administration is responsible for monitoring daily instruction via classroom walkthroughs.

What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?

School sites implement an on-going continuous improvement cycle where formative assessment data is analyzed and intervention is tailored to meet identified student needs.

What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?

Instructional coaches support the professional development of all instructional and support staff at the school site.

Additional content area teacher support to be provided by REL staff during the upcoming year for secondary teachers is in the planning stages.

How are concerns communicated if the plan is not being implemented to meet the needs of students?

School-level data chats are facilitated by the school-based administration and the instructional coaches.

The district leadership team meets with the school-based teams at least three times during the school year to discuss progress.

District-Level Monitoring - Part C
Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;

- Include input from teachers, literacy coaches and administrators at the school level; and

- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

Describe the district's plan to meet each requirement above. Include a description of how the district will use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

Needs assessment data are collected from all schools and used to determine focus areas in need of support. Achievement and other related student data are reviewed in our district's Instructional Leadership Meetings. School-level professional development needs assessment, along with school staff climate surveys, indicated that teachers identified a need for professional development to address Florida State's new B.E.S.T. Standards implementation, using data to implement instructional improvement and improve student learning, technology integration, effective reading instructional strategies, intervention and differentiation, family engagement, and managing challenging behavior. Administrators also took the Professional Development Needs Assessment, and they indicated a need for professional development in the areas of teacher evaluation and walk-throughs, instructional coaching, implementing Florida Standards and related assessments, and data-driven decision making.

Self Reflection Tool
Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evlauation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

Taylor_CERP_Reflection_20-21.docx

Taylor County School District

K-12 COMPREHENSIVE EVIDENCE-BASED READING PLAN DISTRICT SELF-REFLECTION TOOL

Just Read, Florida!

Submitted by
Sharon Hathcock
June 16, 2021

K-12 COMPREHENSIVE EVIDENCE-BASED READING PLAN DISTRICT SELF-REFLECTION TOOL

CONTENTS

INTRODUCTION

This Self-Reflection Tool is intended to serve as an example of an evaluation tool for districts to evaluate implementation of the K-12 Comprehensive Evidence-Based Reading Plan (K-12 CERP) as required by State Board Rule 6A-6.053, F.A.C. The purpose is to promote reflection regarding current strengths and challenges in the implementation of the district's K-12 CERP, spark conversations among staff and facilitate identification of areas for improvement to support revising K-12 CERP for implementation in the succeeding school year.

The K-12 CERP has been in place since 2005 and was codified into statute s. 1011.62, F.S. in 2006. The plan and its components are delineated in State Board of Education Rule 6A-6.053, F.A.C., which was revised and approved by the State Board of Education and took effect on February 16, 2021. It is incumbent upon districts to annually evaluate the implementation of the district's K-12 CERP. The evaluation must:

1. Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;
2. Include input from teachers, literacy coaches and administrators at the school level; and
3. Identify elements in need of improvement and strategies to increase literacy outcomes for students.

The district must use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement. Districts must provide their evaluation of their K-12 CERP to the Just Read, Florida! Office by the deadline established and posted at https://www.fldoe.org/academics/standards/just-read-fl/readingplan.stml.

The implementation indicator statements in the Self-Reflection Tool are organized around five functions that district staff perform as they develop and implement evidence-based reading instruction. Those functions are to:

- Establish an organizational culture that supports continuous improvement in student outcomes in reading;
- Create, communicate and work to sustain a coaching model which promotes maximum student growth;
- Set expectations for instructional practices and monitor implementation and outcomes;
- Use data to support schools as they implement the K-12 Comprehensive Evidence-Based Reading Plan; and
- Establish a framework for providing, implementing and monitoring professional learning.

There are two common factors that should be considered when using this Self-Reflection Tool.

First, the ratings in the tool should be based on evidence and not perceptions alone. Each item in the tool has suggested sources of evidence to support rating the implementation indicator for each category.

Second, the use of the tool should include a combination of individual thought, group discussion and consensus. For example, you may want to ask individuals to complete the rating form and synthesize their conclusions on what's working and what needs to be developed to improve K-12 CERP implementation on the "Synthesize Your Thoughts Worksheet," located at the end of the Self-Reflection Tool. Finally, summarize your section ratings in the "Implementation Progress Average Summary."

With your Self-Reflection Tool completed, discuss your findings with others in the district to determine how to sustain successful implementation and also address areas in need of improvement. The "District Planning Worksheet" is furnished to capture consensus from group discussions. Districts then use this information to revise the district's K-12 CERP for implementation in succeeding year.

IMPLEMENTATION SCORING GUIDE

Directions: In this section, you will rate the extent to which the district has implemented the K-12 CERP. Review the *possible sources of evidence* to aid you in determining a rating (1-4) for each *implementation indicator* in Sections A, B, C, D and E. Then, you will:

- Record your rating on the line next to each indicator.
- Determine a total for the section by adding the ratings for each implementation indicator.
- Calculate an average for the section.
- Record the average for the section.
- On page 10, circle the section average within the box, entitled *Implementation Progress Average*.

Implementation Progress Average			
1	2	3	4

Definitions:

Implementation Indicators – These statements describe aspects of a district's K-12 CERP as well as a culture of ways and being that support evidence-based reading practices. The indicators help districts determine effectiveness of K-12 CERP implementation. The successful implementation of the K-12 CERP relates not only to the fidelity of carrying out the plan, but also to improving students' academic outcomes and achievement.

Possible Sources of Evidence – These documents and additional sources help districts with identifying evidence to support the scoring of district progress in implementing the K-12 CERP.

Implementation Progress Scoring Scale – The ratings of implementation progress range from 1 to 4. Below you will find definitions of each rating and a table of these ratings which will appear on each page as a tool to support self-evaluation.

Definitions for Ratings:

- *Fully Implemented* – Mark criteria as "fully implemented" if a process or practice has been implemented for at least one year, is a regular and ongoing process or practice within a system, is adopted with fidelity by most individuals within a system, and is a monitored part of the system's operations.

- *Partially Implemented* – Mark criteria as "partially implemented" if a process or practice has been implemented for more than 6 months and is a regular and ongoing process or practice within a system, is adopted with fidelity by most individuals within a system, and is a monitored part of the system's operations.

- *Minimally Implemented* – Mark criteria as "minimally implemented" if a process or practice has been put in place but is not a regular and ongoing process or practice within a system

- *Not Yet in Place* – Mark criteria as "not yet in place" if a process or practice is not in place.

To rate K-12 CERP implementation, circle the rating that best describes your implementation progress for each item.	4 = Fully implemented 3 = Partially implemented 2 = Minimally implemented 1 = Not yet in place

Literacy Leadership: District and school leaders establish an organizational culture that supports continuous improvement in student outcomes in reading.

SECTION A – Literacy Leadership

Implementation Indicators

__3__ School-based administrators are fully trained on scientifically-based reading research and evidence-based practices.

__4_ School-based administrators receive additional training and coaching as necessary when indicated by student achievement data in reading/literacy.

__4_ The K-12 CERP is disseminated widely, referenced frequently and actively implemented.

__4_ School literacy leadership teams are established and meet regularly to disaggregate data and make informed decisions about how to maximize student growth in reading.

__4_ A district Literacy Leadership Team is established and meets regularly to disaggregate data and make informed decisions on how to maximize student growth in reading.

__4_ Capacity is being built through identifying teachers, coaches and/or district personnel who can serve as trainers in the use of evidence-based curriculum, instruction, intervention and enrichment literacy materials.

__3_ Additional resources are systematically sought out at the local, state and federal levels to support literacy goals, first and foremost at the elementary level.

_26_ **TOTAL ÷ 7 = __3.7__ IMPLEMENTATION PROGRESS AVERAGE - SECTION A**
*Note: Estimate the *implementation progress average* by rounding to the nearest whole number.

Possible Sources of Evidence

- K-12 Comprehensive Evidence-Based Reading Plan
- School Improvement Plan
- Master In-service Plan
- Literacy Leadership Team Agenda and Meeting Notes

To rate K-12 CERP implementation, circle the rating that best describes your implementation progress for each item.	**4 = Fully implemented** **3 = Partially implemented** **2 = Minimally implemented** **1 = Not yet in place**

SECTION B – Literacy Coaching

Literacy Coaching: District and school leaders create, communicate and work to sustain a coaching model which promotes maximum student growth.

Implementation Indicators

__4_ Literacy coaches are provided with the time, preparation and continuous support needed to properly fulfill their role (e.g. district/school monthly meetings and weekly ongoing support).

__4_ The district has an established plan to provide ongoing professional development (andragogy and pedagogy) to all literacy coaches.

__3_ All literacy coaches are certified or endorsed in reading.

__4_ Literacy coaches are assigned to schools based on the greatest need (low 300, D or F school grade, district assessment data) and support all grades at the school.

__3_ The coaching model adopted by the district is evidence-based and implemented with fidelity.

__4_ Literacy coaches provide initial and ongoing professional development to teachers in each of the six areas of reading.

__4_ Literacy coaches train teachers to administer assessments, analyze data and use data to differentiate instruction.

__4_ Literacy coaches prioritize time to those teachers, activities and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.

__3_ Literacy coach and mentor teachers daily.

__4_ Literacy coaches work with teachers to ensure that evidence-based reading programs and practices are implemented with fidelity.

__4_ Literacy coaches work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes as defined in 20 U.S.C. §7801(21)(A)(i).

___40 **TOTAL** ÷ **11 =** __3.6__ **IMPLEMENTATION PROGRESS AVERAGE** - SECTION B

*Note: Estimate the *implementation progress average* by rounding to the nearest whole number.

Possible Sources of Evidence

- K-12 Comprehensive Evidence-Based Reading Plan
- Master In-service Plan
- Literacy Coach Logs
- School Master Schedules
- Literacy Walk-Throughs

To rate K-12 CERP implementation, circle the rating that best describes your implementation progress for each item.	4 = Fully implemented 3 = Partially implemented 2 = Minimally implemented 1 = Not yet in place

SECTION C – Standards, Curriculum and Instruction

Standards, Curriculum and Instruction: District and school leaders set expectations for instructional practices and monitor implementation and outcomes.

Implementation Indicators

__3_ All students have access to a rigorous, evidence-based curriculum for reading and writing, and teachers use curriculum with fidelity as evident through site-based monitoring data.

__3_ Standards-aligned reading, writing, speaking and listening instruction is systematically integrated throughout the day in all subject areas.

__4_ An instructional model has been established that addresses all the components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, language and reading comprehension and writing.

__3_ School administrators are supported in conducting regularly scheduled instructional walkthroughs to ensure that effective instruction is being provided to all students and evidence-based practices and programs are being implemented with fidelity.

_4__ A minimum amount of literacy instruction is provided to all students dedicated specifically to reading/writing class for all students in addition to literacy connected instruction and practice that takes place across the content areas. Minimum amounts as follows:
- Grades K-5: 90 minutes of daily literacy instruction
- Grade 6-12: 60-90 minutes daily for students identified in need of Tier 2 or 3 instructional supports

_3__ Evidence-based supplemental and intervention programs are adopted for use with students needing additional instruction beyond core instruction.

__3_ Tier 2 interventions are provided in addition to core instruction and include explicit, systematic, small group teacher-led instruction matched to student need.

_4__ Regular progress monitoring (e.g. every 2 months) and multiple opportunities to practice the targeted skill(s) and receive feedback is evident in Tier 2 interventions.

__3_ Tier 3 interventions are provided one-on-one or in very small groups (1-3 students).

__3_ All Tier 3 interventions are provided in addition to core instruction and Tier 2 interventions, and include additional guided practice, immediate corrective feedback and frequent progress monitoring (e.g. monthly).

__3_ Tier 3 interventions are provided by reading endorsed or certified teachers.

__36_ **TOTAL ÷ 11 =** _3.3___ **IMPLEMENTATION PROGRESS AVERAGE - SECTION C**

*Note: Estimate the *implementation progress average* by rounding to the nearest whole number.

Possible Sources of Evidence

- Master In-service Plan
- School Improvement Plans
- Master Schedule
- Literacy Walk-Throughs
- K-12 Comprehensive Evidence-Based Reading Plan
- Multi-Tiered System of Supports Meeting Notes

To rate K-12 CERP implementation, circle the rating that best describes your implementation progress for each item.	4 = Fully implemented 3 = Partially implemented 2 = Minimally implemented 1 = Not yet in place

SECTION D – ASSESSMENT

Assessment: District and school leaders use data to support schools as they implement the K-12 Comprehensive Evidence-Based Reading Plan.

Implementation Indicators

__3__ A district-wide literacy assessment plan has been developed including four measures (e.g. screening, progress monitoring, diagnostic and outcomes), schedules and procedures.

__4__ Duplication of assessment measures is avoided.

__4__ A structure for conducting screening, progress monitoring and diagnostic assessments is in place to identify students with a substantial deficiency in reading.

__3__ A structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs.

__14__ **TOTAL ÷ 4 =** __3.5__ **IMPLEMENTATION PROGRESS AVERAGE - SECTION D**

*Note: Estimate the *implementation progress average* by rounding to the nearest whole number.

Possible Sources of Evidence

- Documentation of alignment, pacing guides, and review of curricula
- K-12 Comprehensive Evidence-Based Reading Plan
- Literacy Walk-Throughs

To rate K-12 CERP implementation, circle the rating that best describes your implementation progress for each item.	4 = Fully implemented 3 = Partially implemented 2 = Minimally implemented 1 = Not yet in place

SECTION E – PROFESIONAL LEARNING

Professional Learning: District and school leaders establish a framework for providing, implementing and monitoring professional learning.

Implementation Indicators

__4__ A plan has been established for professional development and roll out of the new Florida's B.E.S.T. ELA standards grounded in the science of reading.

__4_ A plan has been established to prioritize Reading Endorsement professional learning for teachers required to be endorsed or certified in reading.

__3_ Professional development is focused on goals from the K-12 Comprehensive Evidence-Based Reading Plan, guided by assessment data, and are ongoing, engaging, interactive, collaborative (including Professional Learning Communities), and job-embedded.

_3__ School-based administrators are provided professional learning sessions on the science of reading and evidence-based literacy instruction, materials and assessment.

__3_ Professional Learning Communities (PLC's) are provided time to collaborate, research, observe model lessons and plan instruction.

__17__ **TOTAL ÷ 5 = _3.4___** **IMPLEMENTATION PROGRESS AVERAGE - SECTION E**

*Note: Estimate the *implementation progress average* by rounding to the nearest whole number

Possible Sources of Evidence

- K-12 Comprehensive Evidence-Based Reading Plan
- Master In-service Plan
- Master Schedule
- Professional Learning Community Documentation

To rate K-12 CERP implementation, circle the rating that best describes your implementation progress for each item.	4 = Fully implemented 3 = Partially implemented 2 = Minimally implemented 1 = Not yet in place

IMPLEMENTATION PROGRESS AVERAGE SUMMARY: SECTIONS A, B, C, D and E

A	Implementation Progress Average			
	1	2	**3.7**	4

B	Implementation Progress Average			
	1	2	**3.6**	4

C	Implementation Progress Average			
	1	2	**3.3**	4

D	Implementation Progress Average			
	1	2	**3.5**	4

E	Implementation Progress Average			
	1	2	**3.8**	4

To rate K-12 CERP implementation, circle the rating that best describes your implementation progress for each item.	4 = Fully implemented 3 = Partially implemented 2 = Minimally implemented 1 = Not yet in place

SYNTHESIZE YOUR OWN THOUGHTS

Based on the implementation progress average summary on page 12, complete the following chart.

Leadership Function	What's in Place and Working?	Areas to Develop and/or Improve
A. Literacy Leadership: District and school leaders establish an organizational culture that supports continuous improvement in student outcomes in reading.	We are all receiving additional training and coaching as needed. All schools in the district are using student data to drive instruction. Ongoing planning sessions and MTSS meetings are held to discuss and plan for improvement based upon the most current data.	**We can all build capacity to coach and train our new teachers and those that are struggling.** **Especially with the implementation of the new BEST standards, we must focus on building the efficacy of our Level I Core ELA instruction.** **We also need to become more proficient in determining the impact of instruction and interventions.**
B. Literacy Coaching: District and school leaders create, communicate and work to sustain a coaching model which promotes maximum student growth.	Across the district, we share the same goals for student and teacher growth. Our instructional coaches meet at least monthly as a team to refine our understanding of the instructional coach's role within the school and receive professional development on the coaching model being implemented within the district. Instructional coaches also receive training data analysis and the continuous improvement model being implemented each school site.	**We need to find more time to collaboratively meet and network between the school sites vertically as we strive for improvement.** **Additional collaborative meeting and planning time for school leadership teams (ie. principals, assistant principals, deans, instructional coaches, school staffing specialists, and MTSS coordinators) would be beneficial as we analyze data and develop action plans.** **Determination of teachers in need of support needs to be consistent across the district.**

C. Standards, Curriculum and Instruction: District and school leaders set expectations for instructional practices and monitor implementation and outcomes.	Schools within the Taylor County School District have outlined plans for BEST standards training and implementation, instructional delivery using programs on the state adopted list or those with a "promising" or higher level of ESSA evidence, and classroom walkthrough protocols. The district has developed and fully funded the reading endorsement/ certification process for ALL interested teachers. The district provides data visualizations, analyses and coaching support for school leadership teams to assist with monitoring outcomes and refocusing support after every AP. We are supporting many students with Tier 2 and Tier 3 reading supports.	Ongoing training and coaching must be provided to build teacher efficacy and shore up Tier I Core instruction. New ELA curriculum implementation will require a lot of professional development and support during the first year of implementation to ensure core instructional fidelity. Teacher time is needed to align resources and activities to the new BEST ELA. Content area reading professional development is needed to assist with the infusion of reading and writing strategies in social studies, science, and math.
Leadership Function	**What's in Place and Working?**	**Areas to Develop and/or Improve**
D. Assessment: District and school leaders use data to support schools as they implement the K-12 Comprehensive Evidence-Based Reading Plan.	The Taylor County School District has a strong plan for primary progress monitoring. School sites refer to and use the reading plan to determine intervention needs based upon student data. Instructional coaches based at the school sites oversee the staff reading plan overview and implementation of the reading plan throughout the year.	**A more efficient system of identifying when interventions are not closing the gap and ultimately are not helping the student.**

E. Professional Learning: District and school leaders establish a framework for providing, implementing and monitoring professional development.	School improvement initiatives, including professional development, are determined by the needs indicated in the student data. Also, there is a focus on the quality of the professional development provided within our schools….versus quantity. The School Improvement and CERP are used to outline needs.	**School based team and grade level leaders must schedule more time to share and plan collaboratively.**

DISTRICT PLANNING

Based on group discussion, identify the top priority Areas to Develop and/or Improve.

Improve Tier I core instruction

Based on group discussion, what general strategies are needed to address the listed priorities?

1. Professional development for school staff
2. Efficient formative assessment
3. Ongoing monitoring of tiered reading intervention impact upon student growth

Based on the Self-Reflection Tool findings and group discussion, how will the K-12 CERP be revised to improve literacy outcomes for students? How can Just Read, Florida! help?

Annually the CERP is reviewed and revised. Decision trees serve as the tool for determining student placement in interventions. Data analysis of student ELA scores serves as the starting point for focusing and developing improvement initiatives.

Just Read Florida can continue to provide technical assistance and professional development. Teacher turnover seems to make training a perpetual need.

BIBLIOGRAPHY

Just Read, Florida! (2020). *The K-12 Comprehensive evidence-based reading plan*. Florida Department of Education.

Just Read, Florida! and Office of Early Learning (2020). *The Florida literacy needs assessment*. Florida Department of Education. RMC Research Corporation. (2007). *Sustaining reading first: District level self-assessment tool*. U.S. Department of Education.

Regional Educational Laboratory Southeast. (2021*). Self-study guide for evidence-based coaching for literacy: PreK-grade 12*. National Center for Evaluation and Regional Assistance at Institute of Education Sciences.

School-Level Monitoring of Plan Implementation

School-level implementation - Part A
Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

School-level administration and instructional coaches provide ongoing monitoring of plan implementation.

Who at the district level supports effective implementation?

Director of Instruction

What process is in place to identify areas in need of improvement for effective implementation?

Quarterly site visits are planned at each school site to enable district and school leadership to review and discuss all school-level data, intervention outcome data, and systematically monitor progress, or lack of it.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

School-level administrators are responsible for completing walkthroughs and recording feedback as outlined in the district protocol.

Who at the district level supports effective implementation?

Superintendent

Director of Personnel

What process is in place to identify areas in need of improvement for effective implementation?

School and district administrators meet to discuss areas of need and determine support and coaching necessary to assist in building teacher efficacy.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

The district leadership team meets with school leadership and instructional coaches to review data, determine differentiated supports necessary to meet student needs, and assist with implementation of the interventions.

Who at the district level supports effective implementation?

ESE Director

Director of Instruction

What process is in place to identify areas in need of improvement for effective implementation?

School level data reviews and collaborative discussions regarding student data and the impact core instruction and interventions are having on student growth as measured by progress monitoring and formative assessment.

Summer Reading Camp

Reading Camp - Part A
For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;

- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

The Taylor County School District has scheduled a summer reading intervention program for struggling students in grades K-5.

Since we will not have FSA scores to use to determine eligibility, the district will require students with failing ELA grades and those that score a level 1 on their I-Ready AP3 progress monitoring to attend. The summer reading program is planned for 16 six-hour days. Meals and transportation will be provided.

Evidence-based materials that are planned for use are:

Journeys Intervention Toolkits - Florida State adopted materials 2014 - Demonstrates a Rationale https://www.hmhco.com/research/journeys-research-foundations

IReady Differentiated Path - Moderate - https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact

Voyager Sopris Sound Partners - Strong - https://www.voyagersopris.com/literacy/sound-partners/overview

Voyager Sopris Time Warp - Demonstrates a Rationale - https://www.voyagersopris.com/docs/default-source/essa/essa_flyer_timewarpplus_2019_final.pdf?sfvrsn=d4a69423_2

SAVAAS Quick Reads - Strong - https://charts.intensiveintervention.org/intervention/toolGRP/87762425b4d8bc63#EvidenceBase

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option?

Yes

If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.

The Taylor County School District has scheduled a summer reading intervention program for struggling students in grades K-5.

Since we will not have FSA scores to use to determine eligibility, the district will require students with failing ELA grades and those that score a level 1 on their I-Ready AP3 progress monitoring to attend. The summer reading program is planned for 16 six-hour days. Meals and transportation will be provided.

Evidence-based materials that are planned for use are:

Journeys Intervention Toolkits

IReady Differentiated Path

Voyager Sopris Sound Partners

Voyager Sopris Time Warp

SAVAAS Quick Reads

Attendance - Part B
Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
60

Students who demonstrate a reading deficiency in grades K-2
190

Students who score Level 1 in grades 4-5
115

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)

100%

Students who demonstrate a reading deficiency in grades K-2

72%

Students who score Level 1 in grades 4-5

67%

Parent Support through a Read-At-Home Plan

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home. In addition, include who at the district is responsible for supporting and monitoring implementation.

The Taylor County School District will provide digital library access for student and family use at home. After the first progress monitoring data is analyzed, school-based instructional coaches and administrators will identify the students with a substantial reading deficiency. Read-at-Home plans will be developed and shared with families by the end of the first nine weeks of school.

At this point in time, the district is in the process of reviewing a variety digital library programs that will be made available for students and families. Currently, K-5 students all have access to Reading IQ and in grades 6-12 have access to the Three Rivers Digital Lending Library.

Who at the district is responsible for monitoring this requirement?

The Director of Instruction will monitor the implementation with the assistance of the instructional coaches.

Requirements - Part A

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

The district leadership and school leadership teams will work together to:

-oversee the selection of evidence-based instructional materials

-review school master schedules

-make instructional site visits to review and observe instruction

-review intervention plans, programs, and student progress

Who at the district is responsible for supporting and monitoring this requirement?

Director of Instruction

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

The district leadership and school leadership teams will work together to:

-purchase sufficient books for use for in the classroom

-ensure that lesson plans include exposure to texts from varied content areas and genres.

Who at the district is responsible for supporting and monitoring this requirement?

Director of Instruction

Provide small group differentiated instruction in order to meet individual student needs.

How does the district support and monitor implementation?

The district leadership and school leadership teams will work together to:

-review intervention plans

-purchase evidence-based programs

-monitor student progress

Who at the district is responsible for supporting and monitoring this requirement?

Director of Instruction

Florida's Revised Formula For Success - Part B

K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;

- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and

- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

The district has in place a four-step continuous improvement model.

(Plan-Do-Act-Check)

April/May: Annual Evaluation

June: Comprehensive Needs Assessment

July/August: Development of the improvement plan

October: School Improvement Round 1

January: School Improvement Round 2

April: School Improvement Round 3

A school improvement round includes:

Data review and analysis

Data chats at the teacher, school, and district level

Intervention planning and adjustments

Next steps may include revision or replace interventions.

The district will develop and communicate the plan with all school-level administrators. This process includes School Improvement Rounds, annual evaluation and comprehensive needs assessment protocols. Quarterly site visits are planned at each school site to enable district and school leadership to review and discuss all school-level data, intervention outcome data, and systematically monitor progress, or lack of it.

Day-to-day monitoring of the delivery of instruction aligned to Florida's Revised Formula for Success is the responsibility of the school based leadership and instructional coaches.

How does the district support and monitor implementation?

Open communication and scheduled school visits are used to support and monitor implementation.

Who at the district is responsible for supporting and monitoring this requirement?

District Leadership Team

Assessment/Curriculum Decision Trees - Part C

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-2. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Upload Decision Tree File in PDF format

The following documents were submitted as evidence for this section:

K-5_Decision_Tree.pdf
k-5 Decision Tree
6th_-_8th_Decision_Tree.pdf
6-8 Decision Tree
9th_-_12th_Decision_Tree.pdf
9-12 Decision Tree

Identification of Students with a Substantial Reading Deficiency

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

All reading data is reviewed at least four times by the district team and at the school level collaboratively by the administrators, instructional coaches, and teachers. Grade level decision trees outline the decision-making process. School level teams analyze student data to determine the differentiated supports necessary for each student.

The district leadership team analyzes school level data by grade level and strand to determine both areas of strength and need. The district team schedules three site level visits each year after the three progress monitoring assessments and a full data review after state assessment results are received. School level leaders and instructional coaches are responsible for reviewing data by grade level, reading strand, and at the teacher level.

The Director of Instruction and the Curriculum and Technology Coordinator work collaboratively to provide plan
implementation oversight, support and follow-up.

Does the district have one or more of the 300 lowest-performing elementary schools?
If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

Yes

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.
Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.

None at this time.

The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading.

Not required at this time.

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:
- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;

- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and

- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

Not required at this time.

Assessment/Curriculum
Decision Tree

Grade Level(s): K-5 Elementary: Grade Level(s):
Kindergarten-5th Grade
Taylor County Primary School
Taylor County Elementary School
Steinhatchee School

IF:	Student meets the following criteria at beginning of school year: *(Enter assessment criteria that will be used.)* **FLKRS (Kindergarten)** – Transitional Readers (675-774) and Probable Readers (775-900) **i-Ready** – on or above grade level (green) **National Norms Chart** 50%= proficient (DOE 3rd Grade promotion) Tier 1: 5oth percentile and above Tier 2: 26th percentile – 49th percentile Tier 3: 25th percentile and below **FSA Levels 3, 4, or 5** (Level 3 students should be evaluated carefully – they may need additional support) *prior year(s) data*

	Level 3	Level 4	Level 5
3rd	300-314	315-329	330-360
4th	311-324	325-339	340-372
5th	321-335	336-351	352-385

THEN:	Tier I Only
	Initial instruction: • is standards-aligned; • builds background and content knowledge; • provides print-rich, systematic, scaffolded, and differentiated instruction;

- incorporates writing in response to reading;
- includes accommodations (IEP, ESOL, or 504);
- incorporates the principles of Universal Design for Learning; and
- includes specially designed instruction for students with disabilities.

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Wonders by Mc Graw Hill will be implemented with fidelity for all K-5 students.

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that prompts the addition of Tier 2 interventions
IReady-3 times per year	**i-Ready** – on or above grade level (green) **National Norms Chart** 50%= proficient (DOE 3rd Grade promotion) Tier 1: 50th percentile and above Tier 2: 26th -49th percentile Tier 3: 25th percentile and below	**i-Ready** – **Below** grade level (yellow) **National Norms Chart** below 50%= proficient

	How is the effectiveness of Tier 1 instruction being monitored? Lesson Plan Checks and Feedback-Admin and Instructional Coach. Literacy Leadership Team/Data Team reviews student data and identifies areas of concern using the Four-Step Data Solving Process. Continuous Progress Monitoring and Data Analysis	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?** *In person/virtual:* *Instructional data chats* *4 Step Problem Solving* *MTSS*
	How is the effectiveness of Tier 1 curriculum being monitored? Classroom Walk Throughs and Feedback-Admin and Instructional Coach. Data Chats after Progress Monitoring, use of K12 Lift class data to facilitate discussions-Admin and Instructional Coach	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?** *In person/virtual:* **Content and Domain Data Analysis** **Walk throughs by administration and instructional coach** **Grade level collaboration and team meeting** Content and domain Data Analysis on progress monitoring. Teacher and parent team meeting for conferencing. Grade Level collaboration and team meetings. In person/virtual: Content and Domain Data Analysis Walk throughs by administration and instructional coach Grade level collaboration and team meeting with modeling from coach.
	How is instruction provided to students who receive instruction through distance learning? **TEAM Meetings, core curriculum is being provided through CANVAS**	
IF:	Student meets the following criteria at beginning of school year: Student meets the following criteria at beginning of school year: FLKRS (Kindergarten) – Transitional Readers (675-774) and Probable Readers (775-900) i-Ready – on or above grade level (green)	

National Norms Chart 50%= proficient (DOE 3rd Grade promotion)

Tier 1: 5oth percentile and above
Tier 2: 26th percentile – 49th percentile
Tier 3: 25th percentile and below

FSA Levels 3, 4, or 5 (Level 3 students should be evaluated carefully – they may need additional support) *prior year(s) data

	Level 3	Level 4	Level 5
3rd	300-314	315-329	330-360
4th	311-324	325-339	340-372
5th	321-335	336-351	352-385

(Enter assessment criteria that will be used)

THEN:

TIER 1 instruction and TIER 2 interventions

Interventions:
- are standards-aligned;
- address gaps and reduce barriers to students' ability to meet Tier 1 expectations;
- provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
- are matched to the needs of the students;
- provide multiple opportunities to practice the targeted skill(s) and receive feedback;
- occurs during time allotted in addition to core instruction; and
- includes accommodations (IEP, ESOL, or 504).

TIER 2	Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
iReady		Weekly	Level 3 Proficiency Percentile ranking	IReady-between 26th-40th percentile	IReady-below 26th percentile
IReady Differentiated Learning Path		Ongoing	Level 3 proficiency Percentile ranking	IReady-between 26th-40th percentile	IReady-below 26th percentile

Number of times per week intervention pro vided	5	Number of minutes per intervention session	30

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

1) Continue core instruction on or above grade level in English/Language Arts (90 min reading instruction) adding differentiated small group focused on students' needs (iReady: Diagnostic Results, Instructional Grouping, Group Report).

2) Provide a variety of opportunities to strengthen content area reading and research through various activities.

3) Monitor the student i-Ready instructional usage report, lessons passed, along with classroom assessments and observations.

4) Specific interventions must be monitored monthly and reviewed at the monthly MTSS meetings. If interventions are not successful should be evaluated for fidelity of implementation. If intervention(s) is not working, it should be ended, and new intervention put into place.

5)Parent notification of reading deficiency.

6) Parent support and guidance on a "read-at-home plan."

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

1) Wonders Curriculum. essa-evidence-for-wonders.pdf

2) Grades 3-5: Phonics for Reading by Anita Archer Curriculum Associates: Tier 1 – Strong Evidence
I-Ready Diagnostic, I-Ready Toolkit https://eric.ed.gov/?q=iready&id=ED588953
VPK-2nd Grade: Heggerty

3) Grade 3: SAVAAS Quick Reads- Strong: Evidence for ESSA

4) Grades K - 2: Voyager Sopris Sound Partners and Stepping Stones to Literacy

5) Grade K-5 I-Ready Toolbox
    Curriculum Associates: Tier 1 – Strong Evidence
I-Ready Diagnostic, I-Ready Toolkit https://eric.ed.gov/?q=iready&id=ED588953

6) i-Ready online – individualized instructional path – Instructional Grouping Profile report for specific interventions for specific areas of reading. *I-Ready Tools for Instruction Lessons that provide opportunities to implement multisensory strategies (With support from Instructional Coach) Curriculum Associates: Tier 1 – Strong Evidence
I-Ready Diagnostic, I-Ready Toolkit https://eric.ed.gov/?q=iready&id=ED588953

7)Additional diagnostics such as ERDA, Cool Tools, or DAR as needed Strong: Evidence for ESSA

8)Appropriate Wonders grade level text for small group/guided and INDIVIDUAL reading. Strong: Evidence for ESSA

9) Wonders intervention materials: Strong Evidence https://www.evidenceforessa.org/programs/reading?page=3

9) STAR Reading Progress Monitoring Strong
Evidence: https://www.evidenceforessa.org/programs/reading?page=3
10)AR Reading Program The What Works Clearinghouse
(WWC) https://ies.ed.gov/ncee/wwc/Docs/InterventionRep
11) Multisensory
Activiites *(For example: Kendore Learning,*
FCRR Student Center Activities) ? Evidence: School Guide for Identifying Evidence-Based
Interventions for School Improvement

* Interventions should focus on the individual student's needs as identified by both the diagnostic test(s) and teacher observation. Interventions must include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension as appropriate.

*The MTSS Team must identify and prioritize interventions accordingly.

How are Tier 2 interventions provided to students who receive interventions through distance learning?
TEAM Meetings, core curriculum through CANVAS

IF:

Student meets the following criteria at beginning of school year:
FLKRS (Kindergarten) – Transitional Readers (675-774) and Probable Readers (775-900)

i-Ready – on or above grade level (green)
National Norms Chart 50%= proficient (DOE 3rd Grade promotion)

Tier 1: 5oth percentile and above
Tier 2: 26th percentile – 49th percentile
Tier 3: 25th percentile and below

FSA Levels 3, 4, or 5 (Level 3 students should be evaluated carefully – they may need additional support) *prior year(s) data

	Level 3	Level 4	Level 5
3rd	300-314	315-329	330-360
4th	311-324	325-339	340-372
5th	321-335	336-351	352-385

Grade 3: SAT10: 45th percentile needed for
3rd grade promotion
Grade 3: STAR Reading Assessment 50th percentile needed
for 3rd grade promotion
Grades 1 and 2: STAR Reading Assessment for
progress monitoring

THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**			

	Immediate, intensive intervention: • *is targeted instruction based on student need;* • *provides small group or one-on-one instruction;* • *includes accommodations (IEP, ESOL, or 504);* • *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and* • *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*			
	Tier 3 *Programs/Materials /Strategies & Duration*	*Tier 3 Progress Monitoring*		
		Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that prompts the changes to Tier 3 interventions*
	Grades 3-5: Brightfish	Weekly	Percentile rank of 26th percentile and above	Percentile rank of 25th percentile and below **1)** Along with Tier 2 intervention, the student MUST be provided "intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency" per Florida Statute 1008.25 (paragraph 5). **2)** Interventions must be monitored every two weeks and reviewed at the MTSS meetings. **3)** Interventions that are not successful should be evaluated for fidelity of implementation. If the intervention is truly not working a new intervention should be put into place.

(Left vertical header: TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions)

Grades K-2: FCRR Multi-Sensory	Weekly		**Same as above
Heggerty Phonics	Weekly		*Same as above

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times per week intervention provided	5	**Number of minutes per intervention session**	40

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?
Students in this range MUST have an Academic Improvement Plan (MTSS/Intervention Plan).

1) Continue implementation of Tier 2 strategies.

2) Students receive additional intervention service, outside the 90-minute reading block, from a highly qualified reading endorsed, pursuing reading endorsement, or reading certified teacher. **B-Course Code- FNC BAS SKLS READ 5010020.**

3) The student's parents MUST be informed of the reading deficiency using the TCSD Reading Deficiency letter.

4)A parent conference MUST be held.

5) Parent support and guidance on a "read-at-home plan."

6) Along with Tier 2 intervention, the student MUST be provided "intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency" per Florida Statute 1008.25 (paragraph 5).

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
1) Core Curriculum - Wonders Curriculum. essa-evidence-for-wonders.pdf

2) Grades 3-5: Phonics for Reading by Anita Archer Curriculum Associates: Tier 1 – Strong Evidence
I-Ready Diagnostic, I-Ready Toolkit https://eric.ed.gov/?q=iready&id=ED588953
VPK-2ⁿᵈ Grade: Heggerty
3) Grade 3: Quick Reads- Strong: Evidence for ESSA
4) Grades K-2: Voyager Sopris Sound Partners and Stepping Stones to Literacy

5) Grade K-5 I-Ready Toolbox
Curriculum Associates: Tier 1 – Strong Evidence
I-Ready Diagnostic, I-Ready Toolkit https://eric.ed.gov/?q=iready&id=ED588953

6) i-Ready online – individualized instructional path – Instructional Grouping Profile report for specific_ interventions for specific areas of reading. *I-Ready Tools for Instruction Lessons that provide opportunities to implement multisensory strategies (With support from Instructional Coach) Curriculum Associates: Tier 1 – Strong Evidence I-Ready Diagnostic, I-Ready Toolkit https://eric.ed.gov/?q=iready&id=ED588953

7)Additional diagnostics such as ERDA, Cool Tools, or DAR as needed Strong: Evidence for ESSA
8)Appropriate Wonders leveled text for small group/guided and INDIVIDUAL reading. Strong: Evidence for ESSA

9) Wonders intervention materials: Strong Evidence https://www.evidenceforessa.org/programs/reading?page=3
9) STAR Reading Progress Monitoring Strong Evidence: https://www.evidenceforessa.org/programs/reading?page=3
10)AR Reading Program The What Works Clearinghouse (WWC) https://ies.ed.gov/ncee/wwc/Docs/InterventionRep
11) Multisensory
Activities *(For example: Kendore Learning, FCRR Student Center Activities) Evidence:* School Guide for Identifying Evidence-Based Interventions for School Improvement

* Interventions should focus on the individual student's needs as identified by both the diagnostic test(s) and teacher observation. Interventions must include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension as appropriate.

*The MTSS Team must identify and prioritize interventions accordingly.

How are Tier 3 interventions provided to students who receive interventions through distance learning?
Through the use of virtual TEAM Meetings and provision of core curriculum through CANVAS Learning Management System.

Assessment/Curriculum
Decision Tree

Grade Level(s): 6-8 Middle School

IF:	Student meets the following criteria at beginning of school year: **2019 FSA ELA Score is at Proficiency level 3, 4, 5 on or above grade level.** Grade 4 Scale Score-at or above 311 Grade 5-at or above 321, Scale Score Grade 6-at or above 326 <u>and</u> **Most recent i-Ready Reading Scale Scores** (51st percentile and above) 5th Grade Scale Scores at or above 580, 6th Grade Scale Scores at or above 591, 7th Grade Scale Scores at or above 610

THEN: Tier I Only

Initial instruction:
- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, and differentiated instruction;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Core ELA to be used during the 2021-22 school year will be McGraw Hill Studysync. EdReports indicates that this curriculum Meets Expectations for Alignment and Usability for grades 6-8.

i-Ready (Curriculum Associates) diagnostic assessments will be used. The individualized instructional path will be utilized in order to provide targeted and small group activities and enrichment opportunities as data indicates. Evidence from i-Ready's efficacy report indicates ESSA Level 2 Moderate evidence requirements are met for middle grades reading.

Progress Monitoring

	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that prompts the addition of Tier 2 interventions
	i-Ready ELA Reading Progress Monitoring 3 times per year- August, December, and March, all students. Standards Mastery i-Ready every 6-8 weeks or twice a semester, all students i-Ready Growth Monitoring, monthly, T.3 intensive reading students	**I-Ready Reading Scale Scores** **AP1-Standard View 51st %ile and above** 6th Grade Scale Scores at or above 574 7th Grade Scale Scores at or above 591 8th Grade AP Scale Scores at or above 608 **I Ready Reading Scale Scores EOY View 51st %ile and above AP2** 6th Grade Scale Scores at or above 584 7th Grade Scale Scores at or above 603 8th Grade Scale Scores at or above 610 **I Ready Reading Scale Scores EOY View AP3** 6th Grade Scale Scores at or above 591 7th Grade Scale Scores at or above 610 8th Grade AP Scale Scores at or above 623 70% and above on Standards Mastery	**-Ready Reading Scale Scores** **AP1 Standard View 21st -50th %ile** 6th 527-573 7th 543-590 8th 557-607 **AP2 End of Year View 21st - 50th %ile** 6th 536-582 7th 554-602 8th 566-616 **AP3 End of Year View 21st - 50th %ile** 6th 542-590 7th 559-609 8th 572-622 65% or below on Standards Mastery Additional information may be considered including grades, additional progress monitoring information, assessment scores, and teacher data.
	How is the effectiveness of Tier 1 instruction being monitored? Lesson Plan Checks and Feedback-Admin and Instructional Coach Classroom Walk Throughs and Feedback-Admin and Instructional Coach	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?** Literacy Leadership Team/Data Team reviews student data and identifies areas of concern using the Four-Step Data Solving Process, Weekly Grade Level Team meetings, Feedback and Coaching Conversations/Modeling, Instructional data analysis and talks	

	Data Talks after Progress Monitoring, use of K12 Lift class data to facilitate discussions-Admin and Instructional Coach	Distance Learning: Teachers will utilize Canvas LMS, differentiated support will be offered online as needed and data suggests. Continued PD centered around implementation of B.E.S.T. ELA standards. Continued PD for implementation of McGraw Hill Studysync
	How is the effectiveness of Tier 1 curriculum being monitored? Student Data, Teacher Data Talks after Progress Monitoring, Use of K12 Lift class data to facilitate discussions-Admin and Instructional Coach	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?** Literacy Leadership Team/Data Team reviews student data and identifies areas of concern using the Four-Step Data Solving Process, Weekly Grade Level Team meetings, Feedback and Coaching Conversations/Modeling, Instructional data analysis and talks Distance Learning: Teachers will utilize Canvas LMS, differentiated support will be offered online as needed and data suggests. Continued PD centered around implementation of B.E.S.T. ELA standards. Continued PD for implementation of McGraw Hill Studysync
	How is instruction provided to students who receive instruction through distance learning? Teachers will utilize Canvas LMS, differentiated support will be offered online as needed and data suggests.	

IF: Student meets the following criteria at beginning of school year:

2019/18 FSA ELA Score is at Level 2 OR 1, student may be one to two years below reading level, (I Ready)
Grade 4 Scale Score between 251-310, Grade 5 Scale Score between 257-320, Grade 6 5 Scale Score between 259-325, Grade 7 5 Scale Score between 267-332 and

Most Recent i Ready Reading Scale Scores (21-50th percentile)
5th Grade Scale Scores 534-579, 6th Grade-Scale Scores 542-590, 7th Grade Scale Scores 559-609

THEN: **TIER 1 instruction and TIER 2 interventions**

Interventions:
- *are standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*

- *provide systematic, explicit, and interactive small group instruction targeting fo undational/barrier skills*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive feedback;*
- *occurs during time allotted in addition to core instruction; and includes accommodations (IEP, ESOL, or 504).*

- **TIER 2 Programs/Materials/Strategies & Duration**

TIER 2 Programs/ Materials/ Strategies & Duration i-Ready Materials, instructional grouping report and resources used to develop and implement small group instruction targeting specific skills. i-Ready student performance data.	TIER 2 Progress Monitoring			
	Assessment & Frequency	**Performance Criteria to discontinue Tier 2 interventio n**	**Performance Cri teria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**	**Performance Criteria that prompts the addition of Tier 3 intervention s**
McGraw Hill Studysync scaffolds for students approaching grade levels will be utilized as needed and data suggests.	i-Ready diagnostic three times per year and standards mastery every 6-8 weeks or twice per semester	At or above 51st percentile on i-Ready Diagnostics 70% or above on Standards Mastery	Scoring on or below the 50th %ile on i-Ready Diagnostics Scoring 40-60% on Standards Mastery	Scoring on or below the 20th%ile on i-Ready Diagnostics Scoring below $40^{\%}$ on Standards Mastery
	i-Ready diagnostic three times per year and standards mastery every 6-8 weeks or twice per semester	At or above 51st percentile on i-Ready Diagnostics 70% or above on Standards Mastery	Scoring on or below the 50th %ile on Diagnostics Scoring 40-60% on Standards Mastery	Scoring on or below the 20th%ile on i-Ready Diagnostics Scoring below $40^{\%}$ on Standards Mastery

Number of times per week intervention provided

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?	2-3	**Number of minutes per intervention session**	20
Literacy Leadership Team/Data Team reviews student data and identifies areas of concern using the Four-Step Data Solving Process, MtSS Monthly Meetings to review intervention data and update intervention as need and student data suggests, Weekly Grade Level Team meetings, Monitor i-Ready instructional usage report and lessons passed, teacher, interventionist, instructional coach Lesson Plan Checks and Feedback-Admin and Instructional Coach, Classroom Walk Throughs and Feedback-Admin and Instructional Coach, Feedback and Coaching Conversations-Instructional Coach, Data Talks after Progress Monitoring, use of K12 Lift class data to facilitate discussions-Admin and Instructional Coach			
Distance Learning: Teacher and teacher teams will utilize Canvas LMS. Differentiated support will be offered online as needed and data suggests.			

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Data disaggregation will be utilized. i-Ready instructional grouping and materials will be utilized to inform instruction and to provide targeted and small group activities as data indicates. Evidence from i-Ready's efficacy report indicates ESSA Level 2 Moderate evidence requirements are met for middle grades reading.

Core ELA to be used during the 2021-22 school year will be McGraw Hill Studysync. Lesson scaffolds are available and will be used for those students approaching grade level and identified as in need of instructional Tier 2 supports. EdReports indicates that this curriculum Meets Expectations for Alignment and Usability for grades 6-8.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Teacher and teacher teams will utilize Canvas LMS. Differentiated support will be offered online as needed and data suggests.

IF:	Student meets the following criteria at beginning of school year: **2019/18 FSA ELA Score at Level 1 for two or more years. Sub-category learning gains may or not being met, (low, middle, high). Grade 5 Scale Score 257-303, Grade 6 Scale Score 259-308, Grade 7 Scale Score 267-317** **Most Recent I Ready Reading Scale Scores** (percentile rankings 20th and below) 5th Below 532, 6th Below 540, 7th Below 556			
TH EN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**			
	Immediate, intensive intervention: 　• *is targeted instruction based on student need;* 　• *provides small group or one-on-one instruction;* 　• *includes accommodations (IEP, ESOL, or 504);* 　• *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and* 　*ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*			
	• ***Tier 3 Programs/Materials/Strategies & Duration***			

Tier 3 ***Programs/Materials/Strategies & Duration***	**Tier 3 Progress Monitoring**		
	Assessment & Frequency	***Performance Criteria to remove Tier 3 and continue Tier 2 interventions in***	***Performance Criteria that prompts the changes to Tier 3 interventions***
Intensive Reading Class using Individualized and small group instruction, daily iReady-toolkit-tailored instructional materials based on individual student data-			

	Small Group/Daily, (Decoding/Phonics, Fluency, Vocabulary, Comprehension-Literary and Informational text).			*addition to Tier 1 instruction*
	Individualized and small group instruction, daily Studysync/Anita Archer Rewards, Foundational Skills-Phonics, Word Study, Decodable Passages, Fluency, Mini Assessments.	i-Ready diagnostic three times per year Standards mastery every 6-8 weeks or twice per semester i-Ready Growth Monitoring assessments, monthly	Scoring between 21-50th%ile on i-Ready Diagnostics Scoring 40-60% on Standards Mastery Show likely growth on monthly Growth Monitoring assessments.	Scoring on or below the 20th%ile on i-Ready Diagnostics Scoring below 40% on Standards Mastery Show unlikely growth on monthly Growth Monitoring assessments
		i-Ready diagnostic three times per year Standards mastery every 6-8 weeks or twice per semester i-Ready Growth Monitoring assessments, monthly	Scoring between 21-50th%ile on i-Ready Diagnostics Scoring 40-60% on Standards Mastery Show likely growth on monthly Growth Monitoring assessments.	Scoring on or below the 20th%ile on i-Ready Diagnostics Scoring below 40% on Standards Mastery Show unlikely growth on monthly Growth Monitoring assessments
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
	Number of times per week intervention provided			

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Data from in-person and distance learning students will be reviewed.
School Literacy Leadership Team/Data meets to review data and identifies areas of concern using the Four-Step Data Solving Process.

MtSS Monthly meetings to review data and update intervention as needed and student data suggests.
Weekly Grade level Team meetings to review data.
Monitor i-Ready usage reports and lessons passed weekly-Teacher, Instructional Coach
Lesson Plan Checks and Feedback-Admin and Instructional Coach.
Classroom Walk-throughs and Feedback-Admin and Instructional Coach.
Feedback and Coaching Conversations-Instructional Coach
Data Talks after Progress Monitoring, use of K12 Lift class data to facilitate discussions-Admin and Instructional Coach
Distance Learning: Teacher and teacher teams will utilize Canvas LMS. Differentiated support will be offered online as needed and data suggests.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

i-Ready (Curriculum Associates) diagnostic assessments will be used. The individualized instructional path will be utilized in order to provide targeted and small group activities and enrichment opportunities as data indicates. Evidence from i-Ready's efficacy report indicates ESSA Level 2 Moderate evidence requirements are met for middle grades reading.

McGraw Hill Studysync, Foundational Skills component will be used. EdReports indicates that this curriculum Meets Expectations for Alignment and Usability for grades 6-8

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Teacher and teacher teams will utilize Canvas LMS. Differentiated support will be offered online and as data suggests.

Assessment/Curriculum
Decision Tree

Grade Level(s): 9-12 High School
If:
FSA ELA Proficiency Score is level 3, 4, 5

*Scale scores:
Grade 9
5: 370 +
4: 355-369
3: 343-354
Grade 10
5: 378 +
4: 362-377
3: 350-361

Scale scores on grades 11 and 12 retakes will align with grade 10 scale scores.

USA Test Prep Scale Scores align with FSA scores.

*Scale scores are based on historical FSA scores

THEN:	Tier I Only
	Students will be placed in a grade-level ELA course that provides rigorous, standards-based, grade-level instruction, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning) to meet grade-level preparation for FSA ELA standards and for college/career. USA Test Prep will be used as a reading assessment resource providing various activities for reading comprehension and for vocabulary enrichment. The program will also be used for progress monitoring assessments in reading. Graide Network will provide assessments and feedback in writing for grades 9, 10 and AP courses. Teachers will note individual students' strengths and weaknesses in vocabulary and comprehension for targeting differentiated instruction. Core Curriculum *Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.*

Tier 1: ELA Core Curriculum: *myPerspectives*
Grades 9-12

Progress Monitoring: USA Testprep; Graide Network (grades 9 and 10, AP courses)

Resources: CPALMS, USA Testprep, Graide Network, APEX courses, APEX tutorials, CommonLit, the Learning Network, supplemental novel study, Quill

Instructional Strategies: Close Reading, Text-Dependent Writing, Cornell Notes, Summarizing Strategies, Quality Questioning using question rings, Collaborative Strategies, Vocabulary Strategies, Comprehension Strategies, Discussion protocols, Informational Text, including texts in social studies and science, LATIC, Annotation Strategies, Learning Centers, Modeling, Complex text, Graphic Organizers, Argumentative and Expository Writing, Advance Organizers, Project-based learning, Compare/Contrast, Activity Sheets

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that prompts the addition of Tier 2 interventions
USA Testprep: administered three times per school year, August, December, March for progress monitoring; USA Testprep for remediation weekly	FSA ELA scores indicating a level 3, 4, 5 USA Testprep scale scores	FSA ELA scores indicating a level 2 USA Test Prep Scale Scores align with FSA scale scores.
Teachers complete data forms based on student performance on various assessments.	Teachers hold data chats based on the progress monitoring data and the supplemental program data. Students complete data forms and assess their performance on progress monitoring assessment and supplemental program data.	
Student performance on assessments and teacher input will be used to assess instruction.	Student performance on various assessments indicated the strength of the program. Students	
Students receive instruction using Zoom, Microsoft Teams and Canvas as well as online resources.		

IF:

FSA ELA scores at level 2

*Scale scores:
Grade 9
2: 328-342

	Grade 10 2: 334-349 *Scale Scores **Grade 9** 1: 276-327 **Grade 10** 1: 284-333 Scale scores on grades 11 and 12 retakes will align with grade 10 scale scores. USA Test Prep Scale Scores align with FSA scores. *Scale scores are based on historical FSA scores **meets the following criteria at beginning of school** **year:** *(Enter assessment criteria that will be used)*
THEN:	**TIER 1 instruction and** **TIER 2 interventions**
	Students will be placed in a grade-level ELA course that provides rigorous, standards-based, grade-level instruction, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning), This will provide grade-level preparation for FSA ELA standards and for college/career. USA Testprep will be used as a reading assessment providing various activities for reading comprehension and for vocabulary enrichment. The program will also be used for progress monitoring. Graide Network will provide assessments and feedback in writing for grades 9, 10 and AP courses. 11th grade students who have not achieved proficiency scores on FSA ELA will be placed in a year-long American literature reading class, course number 1005310 (Code C). 12th grade students who have not achieved proficiency scores on FSA ELA will be placed in an intensive reading course, number 100041012 (Code C). The students will receive instruction in high-level reasoning skills, vocabulary skills and strategies, reading comprehension strategies required to meet FSA ELA proficiency standards (level 3 or above) or the concordant score on ACT or SAT assessments. Whole and small group instruction will be utilized. Student progress will be monitored using formative and summative assessments, USA Testprep, *Connections*, and other teacher-created, standards-based assessments to identify areas of deficiency. USA Testprep and *Connections* will be used to provide differentiated instruction in reading comprehension, critical thinking and vocabulary strategies. 9th and 10th grade students who have not achieved proficiency scores on FSA ELA will be placed in a reading class or intensive reading class receiving whole and small group instruction. They will receive instruction in high-level reasoning skills, vocabulary skills and strategies, reading comprehension strategies and instruction required to meet FSA ELA Proficiency standards (level 3 or above), or the concordant score on ACT or SAT assessments. Student progress will be monitored using formative and summative assessments, USA Testprep, *Connections*, and other teacher-created, standards-based assessments to identify areas of deficiency. Students in grade 9 are placed in a reading course, number 1008300 (Code C); students in grade 10 are placed in a reading course, number 1008310 (Code C).

TIER 2	Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
	USA Test prep, *Connections* in reading course, *myPerspectives* in ELA classes **Instructional Strategies**: Close Reading, Guided Practice, Reading Comprehension Strategies, Text-Dependent Writing, Cornell Notes, Summarizing Strategies, Quality Questioning with question rings, Collaborative Strategies, Text Discussion protocols, Informational Text, including texts in social studies and science, Compare/Contrast, Project-based learning, Complex text, Graphic and Semantic Organizers, Argumentative and Expository Writing, Annotation Strategies, Comprehension Strategies, Vocabulary Strategies, Modeling, LATIC, activity sheets	USA Test Prep, 3 times per year, August, December, March for progress monitoring; USA Testprep for remediation weekly	Performance on ELA FSA indicating a level 3 or above	Performance on ELA FSA indicating a level 2 or below	Performance on FSA ELA indicating a level 1

Number of times per week intervention provided	5	**Number of minutes per intervention session**		55

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Tier 2 students will receive targeted small group instruction in reading courses and ELA to increase motivation and extended discussions of reading material and strategies. Supplemental resources are used in large and small group settings to align with student needs.

MTSS provides support and resources for the students through Academic Boost and small group/individual meetings.

	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Materials are approved by the FLDOE and are aligned with B.E.S.T. standards.
	How are Tier 2 interventions provided to students who receive interventions through distance learning? Distance learning students will have access through Canvas and the online programs.

IF:	Student meets the following criteria at beginning of school year: **FSA ELA Tiers 1, 2, 3** *Scale scores: **Grade 9** 5: 370 + 4: 355-369 3: 343-354 **Grade 10** 5: 378 + 4: 362-377 3: 350-361 *Scale scores: **Grade 9** 2: 328-342 **Grade 10** 2: 334-349 *Scale Scores **Grade 9** 1: 276-327 **Grade 10** 1: 284-333 Scale scores on grades 11 and 12 retakes will align with grade 10 scale scores. USA Test Prep Scale Scores align with FSA scores. *Scale scores are based on historical FSA scores *(Enter assessment criteria that will be used)*
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

Immediate, intensive intervention:

- *instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

Tier 1: ELA Core Curriculum: *myPerspectives*
Grades 9-12; accommodations listed from specific plans, extra time for performance tasks

Progress Monitoring: USA Testprep; Graide Network (grades 9 and 10, AP courses)

Resources: CPALMS, USA Testprep, Graide Network, APEX courses, APEX tutorials, CommonLit, the Learning Network, supplemental novel study, Quill

Tiers 2 and 3: ELA Core Curriculum: *myPerspectives*
Grades 9-12

Reading/Intensive Reading Course
Supplemental Curriculum: *Connections* Core Reading Program aligned with B.E.S.T. Standards

Progress Monitoring: USA Testprep; Graide Network (grades 9 and 10, AP courses)

Resources: CPALMS, USA Testprep, Graide Network, APEX courses, APEX tutorials, CommonLit, the Learning Network, supplemental novel study, Quill

Tiers 2 and 3:
Students will be placed in a grade-level ELA course that provides rigorous, standards-based, grade-level instruction, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning), This will provide grade-level preparation for FSA ELA standards and for college/career. USA Testprep will be used as a reading assessment providing various activities for reading comprehension and for vocabulary enrichment. The program will also be used for progress monitoring. Graide Network will provide assessments and feedback in writing for grades 9, 10 and AP courses.

11th grade students who have not achieved proficiency scores on FSA ELA will be placed in a year-long American literature reading class, course number 1005310 (Code C). 12th grade students who have not achieved proficiency scores on FSA ELA will be placed in an intensive reading course, number 100041012 (Code C). The students will receive instruction in high-level reasoning skills, vocabulary skills and strategies, reading comprehension strategies required to meet FSA ELA proficiency standards (level 3 or above) or the concordant score on ACT or SAT assessments. Whole and small group instruction will be utilized. Student progress will be monitored using formative and summative assessments, USA Testprep, *Connections*, and other teacher-created, standards-based assessments to identify areas of deficiency. USA Testprep and *Connections* will be used to provide differentiated instruction in reading comprehension, critical thinking and vocabulary strategies.

9th and 10th grade students who have not achieved proficiency scores on FSA ELA will be placed in a reading class or intensive reading class receiving whole and small group instruction. They will receive instruction in high-level reasoning skills, vocabulary skills and strategies, reading comprehension strategies and instruction required to meet FSA ELA Proficiency standards (level 3

or above), or the concordant score on ACT or SAT assessments. Student progress will be monitored using formative and summative assessments, USA Testprep, *Connections*, and other teacher-created, standards-based assessments to identify areas of deficiency. Students in grade 9 are placed in a reading course, number 1008300 (Code C); students in grade 10 are placed in a reading course, number 1008310 (Code C).

Programs/Materials/ Strategies & Duration	Tier 3 Progress Monitoring		
	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the changes to Tier 3 interventions
Tiers 1, 2 and 3: ELA Core Curriculum: *myPerspectives* Grades 9-12 **Tiers 2 and 3:** Reading/Intensive Reading Course **Supplemental Curriculum:** *Connections* Core Reading Program aligned with B.E.S.T. Standards **Progress Monitoring:** USA Testprep; Graide Network (grades 9 and 10, AP courses) MTSS provides support and resources for the students through Academic Boost and small group/individual meetings. **Instructional Strategies:** Close Reading, Guided Practice, Reading Comprehension Strategies, Text-Dependent Writing, Cornell Notes, Summarizing Strategies, Quality Questioning with question rings, Collaborative Strategies, Text Discussion protocols, Informational Text, including texts in social studies and science, Compare/Contrast, Project-based learning, Complex	USA Test Prep, 3 times per year	Performance on ELA FSA indicating a level 2 or above	Performance on FSA ELA indicating a level 1

	text, Graphic and Semantic Organizers, Argumentative and Expository Writing, Annotation Strategies, Comprehension Strategies, Vocabulary Strategies, Modeling, LATIC, activity sheets			
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
	Number of times per week intervention provided	5	*Number of minutes per intervention session*	55

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Tier 3 students will receive targeted small group instruction in reading courses and ELA to increase motivation and extended discussions of reading material and strategies. Supplemental resources are used in large and small group settings to align with student needs.

MTSS provides support and resources for the students through Academic Boost and small group/individual meetings.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Materials are approved by the FLDOE and are aligned with B.E.S.T. standards.

How are Tier 3 interventions provided to students who receive interventions through distance learning?
  Distance learning students will have access through Canvas and the online programs.